

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



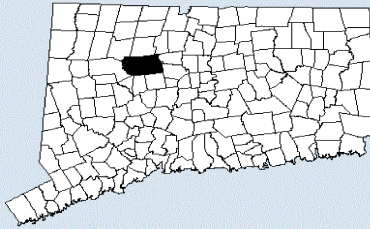
Regional School District 10

Mr. Alan Beitman, Superintendent • 860-673-2538 • <http://www.region10ct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,416
Per Pupil Expenditures ¹	\$14,402
Total Expenditures ¹	\$36,565,424

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,149	47.6	48.3
Male	1,267	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	48	2.0	4.9
Black or African American	19	0.8	12.8
Hispanic or Latino	71	2.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	9	0.4	2.7
White	2,262	93.6	55.9
English Learners	33	1.4	6.4
Eligible for Free or Reduced-Price Meals	180	7.5	38.0
Students with Disabilities ¹	256	10.6	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	76	6.7	9	0.8
Male	71	5.7	42	3.3
Black or African American	0	*	*	*
Hispanic or Latino	7	10.6	7	10.8
White	137	6.2	41	1.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	30	17.4	8	4.5
Students with Disabilities	24	9.8	19	6.6
District	147	6.2	51	2.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 7

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	168.9
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	24.4
Paraprofessional Instructional Assistants	54.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	15.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	14.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	119.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	246	99.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.3
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	104	59.4	149	82.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	12	*
Students with Disabilities	14	*	17	*
District	112	58.6	163	82.7
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	21	50.0
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	84	93.3
Other Health Impairment	41	89.1
Other Disabilities	*	*
Speech/Language Impairment	19	90.5
District	181	76.7
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	42	1.7	1.6
Emotional Disturbance	13	0.5	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	90	3.7	4.6
Other Health Impairment	47	1.9	2.8
Other Disabilities	21	0.9	1.0
Speech/Language Impairment	27	1.1	1.9
All Disabilities	247	10.1	13.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	17	6.9	6.3
Private Schools or Other Settings	8	3.2	9.1

²Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,942,353	8,074	9,387
Instructional Supplies and Equipment	699,355	283	318
Improvement of Instruction and Educational Media Services	2,375,601	962	541
Student Support Services	2,105,555	852	1,048
Administration and Support Services	3,305,089	1,338	1,790
Plant Operation and Maintenance	4,024,825	1,629	1,608
Transportation	2,427,816	930	845
Costs of Students Tuitioned Out	1,684,830	N/A	N/A
Other	0	0	194
Total	36,565,424	14,402	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,188,831	886	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,798,544	36.7	35.1
Noncertified Personnel	1,353,243	17.8	14.5
Purchased Services	349,842	4.6	5.5
Tuition to Other Schools	1,411,176	18.5	21.6
Special Ed. Transportation	590,457	7.8	8.3
Other Expenditures	1,112,276	14.6	15.0
Total Expenditures	7,615,538	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.2	73.1
State	23.7	24.7
Federal	1.6	1.7
Tuition & Other	0.4	0.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25	79.1	25	77.7	10	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	34	67.9	34	59.8	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	1231	74.8	1231	69.8	525	63.8
English Learners	21	72.8	21	66.1	8	*
Non-English Learners	1283	74.6	1283	69.5	549	63.5
Eligible for Free or Reduced-Price Meals	86	66.5	86	60.6	41	54.9
Not Eligible for Free or Reduced-Price Meals	1218	75.1	1218	70.1	516	64.1
Students with Disabilities	146	54.7	146	49.2	63	45.7
Students without Disabilities	1158	77.0	1158	72.0	494	65.7
High Needs	229	60.8	229	55.1	100	51.9
Non-High Needs	1075	77.5	1075	72.6	457	65.9
District	1304	74.5	1304	69.5	557	63.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.8	77.4	82.9	87.2	701	83.7
Curl Up	83.1	90.5	98.2	100.0	701	93.0
Push Up	75.0	86.4	85.3	89.0	701	84.2
Mile Run/PACER	71.9	89.9	87.6	57.0	701	77.2
All Tests - District	54.4	62.3	68.2	53.5	701	59.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	23	78.3	.		.
District	191	95.8	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	108	65.1
Male	98.2	137	61.7
Black or African American	*	0	*
Hispanic or Latino	*	11	*
White	98.3	228	64.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.3	11	36.7
Students with Disabilities	*	*	*
District	97.9	245	63.1
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.5	94.7
Male	72.4	90.7
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	79.8	92.4
English Learners	79.8	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.3	92.9
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.5	75	49.7	50	99.4	67.7
	High Needs Students	60.8	75	40.6	50	81.1	56.7
Math Performance Index	All Students	69.5	75	46.3	50	92.6	61.4
	High Needs Students	55.1	75	36.7	50	73.4	49.9
Science Performance Index	All Students	63.4	75	42.3	50	84.6	57.5
	High Needs Students	51.9	75	34.6	50	69.1	47.0
ELA Academic Growth	All Students	63.2%	100%	63.2	100	63.2	63.8%
	High Needs Students	57.7%	100%	57.7	100	57.7	58.3%
Math Academic Growth	All Students	60.4%	100%	60.4	100	60.4	65.0%
	High Needs Students	53.1%	100%	53.1	100	53.1	57.4%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.2	9.6%
	High Needs Students	12.1%	<=5%	35.8	50	71.6	15.6%
Preparation for CCR	% Taking Courses	70.9%	75%	47.3	50	94.5	67.6%
	% Passing Exams	63.1%	75%	42.1	50	84.2	40.7%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.8%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		82.9%	94%	88.2	100	88.2	78.6%
Postsecondary Entrance (Class of 2015)		78.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 59.8%	75%	39.8	50	79.7	89.2% 50.5%
Arts Access		55.5%	60%	46.2	50	92.5	47.5%
Accountability Index				1081.6	1350	80.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.8	14.2	16.5	
Math Performance Index Gap	72.6	55.1	17.5	18.9	
Science Performance Index Gap	65.9	51.9	14.1	17.2	
Graduation Rate Gap	94.0%	82.9%	11.1%	15.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	95.1
Math	All Students	98.5
	High Needs Students	95.1
Science	All Students	99.1
	High Needs Students	97.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 48.9

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

Regional School District 10

Narratives

School District Improvement Plans and Parental Outreach Activities

Regional School District #10 strives towards high levels of achievement and engagement from all of our students. We know that this starts with a strong home school connection built upon shared values and a commitment to positive communication. This experience starts with our preschool students in both elementary schools through the Partners in Literacy and Numeracy Program. This program extends early learning experiences to parents and caregivers and builds a strong foundation for child, parent, and school forming lasting relationships. This fosters a positive start for parents and students alike! This foundation is nurtured with an active PTA group at both elementary schools and numerous opportunities for families to be involved in their child's learning. Every planned activity in RSD10, i.e. open house, parent conferences, special presenters, is viewed as an opportunity to educate parents in ways to support their children. Efforts are made to be responsive to the needs of our families.

For example, events were held to explore mastery based learning and also explain the new PSAT/SAT expectations for students. Region 10 Schools are working collaboratively with Teachers College Reading and Writing Project to develop authentic literacy skills and foster a rigorous school environment for all learners.

Previous work related to our approach to SRBI aiming to eliminate the predictability of achievement gaps between students with disabilities and their non-disabled peers. Professional development offered to teachers was inclusive of all regular education and special education staff to connect the learning experiences for all students to the CT Core State Standards. In addition, all Region 10 schools participated in Standards-Based IEP training. This training focused on how to write IEP goals that are aligned with the general education curriculum and the Common Core standards. Lewis Mills High School has worked closely with the ACES program to explicitly teach social and life skills for our students with special education needs. In addition, our secondary program is working closely with outside agencies to transition IEP students to be more successful in the community through work experiences and college experiences.

Region 10 has many systems in place to reduce truancy in our schools. RSD10 has devoted one staff member strictly to attendance at Lewis Mills High School, in order to send out mid point and final attendance letters to inform students and parents. The attendance policy is in all school handbooks and is adhered to strictly and explicitly taught to both parents and students. If a problem does arise, a SAM (Student Assistance Model) referral is made for any students whom we track as having attendance issues. The student is given a case manager to monitor and employs interventions to curb attendance issues.

Lastly, teachers in RSD10 reach out to parents with email communication, resources via school website and individual teacher webpages as well as the use of Power School for student data management which allows parents to access students grades and attendance. The improved website allows a parent to access personal information and contact their child's teacher. Communication in this way is immediate and responsive to parent needs. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 10 continues to encourage and foster educational opportunities for students to interact with peers and teachers from diverse racial, ethnic and economic backgrounds. Each school schedules assemblies and programs for students that provide awareness of diverse and multi-cultural perspectives. At our elementary schools, the PTA offers many wonderful programs that bring a variety of cultures to life for our youngest students. Students engage with artists, musicians and dancers to be immersed in rich cultural experiences.

The world language program in RSD10 plays an essential part in our commitment to and awareness of other cultures. Our world language program features several native speakers who bring their culture to the classroom. World languages are offered to all students beginning in grade 3. The students experience the Spanish language and culture in fun, authentic and hands on ways. Building upon this elementary experience our students are able to expand their language knowledge in Middle and High School. This program teaches students not only the language but the culture of China as well.

Each year a student field trip to New York's Chinatown is a fun highlight. The World Language Department hosts an annual cultural event, which highlights numerous ethnic groups and customs. The high school offers a biennial student exchange program with Spain. Students travel from Spain and stay with host families and later in the school year Region 10 students travel to Spain to stay with the student they hosted and their family. Lewis Mills welcomes foreign exchange students; the most recent exchange students were from Spain, Switzerland and Thailand. Cultural visits to France are also offered at the high school level.

Credited, teacher-supported independent study opportunities, which promote cultural awareness, are offered at the high school and a Sister City program at the middle school level.

RSD10 continues to participate in the Project Choice Program. This opportunity enriches all children as they learn and grow together in a shared educational experience. .

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Equitable Allocation of Resources among District Schools

Region 10 works to ensure an equitable distribution of resources among its schools through a budget process that involves the Board of Education, administration, staff, parents of school children, and our two communities as a whole. Site based administrators identify priorities and discuss in forums with all staff. A detailed budget document provides staff and tax payers with a clear and transparent view of the budget.

Schools receive guidance on overall prospective spending levels and district goals, but are generally allowed to allocate resources as they see best at their individual sites. Financial resources are allocated based on enrollments and program requirements at each site. Budget submissions from the schools reflect both contractual and legal requirements, as well as program needs and goals.

The Superintendent of Schools presents the budget to the Board and schedules a series of public meetings to encourage participation in the budget process. These meetings are used to ensure the budget accommodates all programs fairly. Region 10 works in concert with all stakeholders to plan accordingly for future growth and expected needs. .